**Trying Out Ecotourism – Teacher Instruction Sheet**

In this activity, your class will work in groups of four to play a game about ecotourism. Before you begin, distribute materials as follows:

* Each table will need one game board. To construct one game board, take a sheet of brown construction paper and divide it into 12 sections with a permanent marker. Repeat this with a sheet of green construction paper, and then cut along the lines of the green paper to produce 12 strips. Students will place the green strips over the sections of the brown paper to represent forested (green) vs. deforested (brown) land.
* Distribute poker chips, 10 per table. These will be used as currency in the game.
* Each student will need one copy of the Student Instruction Sheet, one copy of the Vocabulary Sheet and one copy of the Score Sheet.
* 12 Envelopes, labeled 1-11 and one with a star. Inside each envelope, place the information sheet that corresponds with the number on the envelope.

At the start of the activity, place students into groups of four so that ELL students are grouped with non-ELL students.

As the students play the game, encourage them to refer to their vocabulary sheets for definitions to words with which they are unfamiliar. Also remind them to record their decisions about the ecotourism project on their Score Sheets as they go. Refer to the Student Instruction sheet for more detailed instructions about how the activity progresses.

**How this activity was adapted:**

This activity was adapted from an online game about ecotourism that was similar in format to a “choose your own ending” book. To accommodate for classrooms where access to computers is limited I have modified the activity to be performed without technology. This was actually to the activity’s advantage, as it made room for some interdisciplinary and language learning accommodations.

First, modifying the activity allowed for modifying the language to be more inclusive of English language learners. Throughout the student instructions and the information contained in envelopes are **bold** words. These words were defined on a separate vocabulary sheet. Additionally, students are put into groups with members of varying reading levels to facilitate their learning with and from one another.

An emphasis was placed throughout the activity on metacognition. Students are required on the score sheet to discuss and write about their thought process. This forces students to think about how to translate their thoughts into words, which will be helpful in building their writing skills.

In terms of interdisciplinary connections, there is an element of mathematics practice involved in the activity. Instructions about how much rainforest should be shown on the game board are given in terms of fractions. This requires that students be able to rationalize how to represent the given fractions on their game board with the 12 sheets of paper. Students are building their understanding of fractions and applying this knowledge in a setting relevant to science.